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ABSTRACT

The Teacher Personal Growth Materials, of which this manual is a part, were prepared in the belief that the teacher's feelings are an important component of her teaching and are therefore a legitimate concern of teacher education. Prospective teachers have many questions, usually unasked and unanswered, about their relationship with their cooperating teacher, and an attempt is made to identify these, with the help of a 12-minute slide presentation. It is intended for use with undergraduate elementary education majors and teacher aides. After a first showing, the students' concerns are discussed, then the slides are shown again to help formulate alternative solutions. The points raised include whether the student teacher should adapt to her cooperating teacher's expectations or go her own way, and what she should do when caught in crossfire between her cooperating teacher and her student teaching supervisor. The instructor should be able to tell students what the local regulations are concerning classroom practice, and also lead the way in bringing feelings into the open. The script of the slide presentation is included, together with details of available Teacher Personal Growth Materials. (The slide presentation is available from the Research and Development Center for Teacher Education, Univ. of Texas, Austin.) (MBM)

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Manual for Use with

M E E T Y O U R

C O O P E R A T I N G T E A C H E R

color slides
for prospective teachers
about to begin their first teaching

Beulah Newlove and Frances Fuller

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Personalization Division

Research and Development Center for Teacher Education

Teacher Personal Growth Materials

SP003948

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Foreward

Meet Your Cooperating Teacher is one of the Teacher Personal Growth Materials. These Materials are described generally in Introduction to Teacher Personal Growth Materials. Users are strongly urged to read this introduction before using any of the materials since the effects of these materials upon prospective teachers are largely dependent upon the teacher educator who uses them. In addition, they represent a point of view with which some teacher educators disagree and are therefore not suitable for all situations.

This point of view is that the feelings of the teacher are an important component of her teaching. Hence the teacher's feelings are a legitimate concern of teacher education. Such teacher education programs are referred to here as "personalized teacher education."

A personalized teacher education program includes assessment of teacher concerns, selection of course content and experiences for teachers which are consonant with assessed concerns; arousal of teaching related concerns; resolution of interfering concerns; psychological assessment and counseling and self confrontation counseling.

Changes in preservice teachers are not expected after each one of these experiences, but research completed in the recent past indicates that important changes will take place in teachers when programs include all these components.

One change expected is increased satisfaction with teacher preparation. Teachers like their professional education better when it has been personalized in this way.

Teachers also come to have more mature concerns. They are more concerned about their pupils and their teaching task and less concerned about themselves.

Teachers also become more aware of their own feelings, particularly of their feelings which interfere with their teaching and with pupil progress. They become more sensitive to the feelings of others, less hostile, more comfortable with themselves. With all this additional input, they can make more appropriate choices about a teaching career.

The research upon which Teacher Personal Growth Materials is based is included in Appendix E at the end of this manual.

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MEET YOUR COOPERATING TEACHER

Before their first teaching, prospective teachers are deeply concerned about the personal relationships involved in laboratory teaching. They ask themselves (and their friends) a host of questions. "What will my cooperating teacher be like?" "What will she expect of me?" "What am I supposed to do?" "Who decides what I am to do?"

Although these questions are of great concern to beginning teachers, research indicates that these questions usually remain unasked and unanswered. Student teachers remain <u>covertly</u> preoccupied with these concerns all during their student teaching. Such preoccupation with themselves and their own self-protection interferes with their learning to teach. While they are still concerned about working out their own relationships, they are less able to be concerned about pupils and pupil learning. New teachers need help in bringing such questions out into the open and in resolving concerns which interfere with learning to teach. Once such concerns are resolved, it is much more likely that they can move on to concerns about teaching and pupil progress.

"Meet Your Cooperating Teacher" is a color slide presentation which lasts 12 minutes. The purpose of which is to stimulate discussion about the coming teaching experience, particularly about the personal relationship between the student teacher and the cooperating teacher. Once these concerns are expressed, some progress can be made toward resolving them.

These materials, like all the Teacher Personal Growth Materials, are outcomes of past research.[1] In those studies, education students were more satisfied with their preparation and with their instructors when their course material was consonant with their concerns than when it was not. In addition, when "personalized" procedures were used during teacher preparation, teachers who had had a personalized program achieved more personal growth than other teachers in the same program.[2]

Other Teacher Personal Growth Materials are listed at the end of this manual. It is assumed that teacher educators using

[1]Available reprints of research reports are listed as Appendix D at the end of this manual.

[2]Personalized procedures or "personalization" refers to procedures used in "Effects of Personalized Feedback During Teacher Preparation on Teacher Personality and Teaching Behavior."

this material have already read those preceding it in this series: "Teacher Personal Growth Materials: An Introduction for Teacher Educators," "Climates for Growth, " "Concerns of Teachers: A Manual for Teacher Educators" and "The 15-Minute Hour: An Early Teaching Experience."

Themes of "Meet Your Cooperating Teacher"

One theme of "Meet Your Cooperating Teacher" is that cooperating teachers are human and therefore different from one another. They have different styles of teaching, different expectations of their student teachers and different ideas about what is important in teaching and what constitutes good teaching. Classrooms are very human places. A classroom is a slice of life, so classes are different from one another. Teachers vary in their willingness to share the class with a student teacher.

The student teacher needs to find out all she can about her cooperating teacher and the class to which she is assigned. The first message then is - to find out what your cooperating teacher is like, what she expects of you and get with it!

A second theme conflicts with the first. The message here is that student teachers are different too. Student teaching should be an opportunity for the student teacher to be an individual, to work out her own teaching style, to make her unique contribution as a teacher.

The first question posed then is: "How is this conflict resolved?" Does the student teacher adapt and conform to her cooperating teacher's expectations or does she go her own way?

A second issue is implied and should be raised in discussion. The teachers in the presentation do many things which student teachers have been taught not to do. One has written on the board, "Read pp. 61-67." One says "Fourth-grade girls are prissy and fourth-grade boys are nasty." Much of what is shown is less than ideal. But it is real. The question implicit here is: "What does a student teacher do with all the human imperfections of her cooperating teacher?" Another later question may be: "What does she do when she is caught in crossfire between her cooperating teacher and her student teaching supervisor?"

The overriding question is what does the student teacher do with her feelings, her feelings about herself, about her cooperating teacher, about the children, about her supervisor and about all the other uncertainties which teaching involves?

Suggested Procedure

"Meet Your Cooperating Teacher" is intended for use with

undergraduate elementary education majors who are about to begin some public school teaching involving ongoing relationships with cooperating teachers. It has also been used successfully with teacher aides just before they begin their work in the school and with cooperating teachers before their student teachers arrive.

Undergraduates should have had, at the beginning of their preparation, early brief teaching, i.e. fifteen minutes of teaching in a public school classroom. (This is described in the manual "The 15-Minute Hour: An Early Teaching Experience.")

The slide presentation should be shown twice. The first time it is shown, students' concerns about their student teaching are aroused. In the discussion that follows they are likely to express dissatisfaction about the lack of any answers in the slide presentation. During this first discussion, questions not raised by the students should be raised by the instructor. (These are discussed in the following section of this manual.) The objective at this stage is to <u>arouse</u> students' concerns and to focus their concerns on alternatives before the situation actually arises.

After the first presentation and discussion of the slide presentation, students should read "Climates for Growth" and discuss that booklet. Then "Meet Your Cooperating Teacher" may be shown again with the object of formulating as many alternative solutions to the problems posed as there are different student teachers involved in the discussion.

Issues for Discussion

1. What are the rules?

You, the instructor, are in touch with the local student teaching situation and know the realities of that situation. If you do not know, you need to find out. Factual information is important in helping student teachers separate decisions which are made by local regulations from decisions which can be made by the cooperating teacher and/or the student teacher. Some systems, for example, have a rule that the regularly employed teacher must be in the classroom at all times. Some systems specify how long the student teacher must be in the classroom before she can teach. In other systems these matters are left up to each cooperating teacher. Experience shows that students will not move on to other issues until the parameters of the situation have been defined for them, until they know what the rules are and so forth. The instructor needs to be ready to answer questions about the "rules," or to have someone at the session who can answer such questions.

When these slides are shown to prospective teachers, some usual initial reactions can furnish points of departure for discussion. The following are some examples.

2. Students may laugh about the children's drawings of their teachers. The instructor might react to this. "The drawings made some of you laugh. I guess you were thinking that some of them could have been made by student teachers of their cooperating teachers." This may lead to discussion of the student teacher's role: being on the side of the pupils rather than the teacher; ways in which different teachers are different from one another; the kinds of drawings children might make of them, the student teachers; or how children will compare them with the cooperating teacher.

3. Students may criticize some details. They may indicate they think a teacher should not say that fourth-grade boys are nasty, or that the teacher should not make assignments by writing page numbers on the board, etc. The instructor might ask, "How would you feel if your cooperating teacher said that fourth-grade boys are nasty?"

4. The instructor might point out that cooperating teachers may mean different things by the same word or gesture, like a hand on a child's shoulder. One teacher may say, "I'm interested in you and what you are doing" while another might be saying, "I've got my eye on you Buster. Stay in line."

5. Students sometimes say, "I can see the problem but I don't know what to do about it. What happens when the student teacher and the cooperating teacher have a personality conflict?"

One question that can be raised is: "What is a personality conflict?" One way of describing it is as a situation in which hostility exists because one person (or both) is protecting herself rather than the kids. Young student teachers sometimes unconsciously use their youth, their glamorous novelty to the children, and their lack of responsibility for giving grades, etc. in a contest with the cooperating teacher for the affection of the children. Cooperating teachers sometimes fear to trust the class for which they are responsible to inexperienced student teachers. "Climates for Growth" offers alternatives to this and other problems.

Some questions ought to be raised by the instructor if students do not do so.

6. If you have to do what your cooperating teacher wants you to do how can you work out your own teaching style?

Help class think through the various alternatives: Some student teachers will feel most comfortable and do best for the class by doing exactly what the cooperating teacher wants. Some student teachers will only be able to teach in their own way without any adaptation at all. Others will be at points between: e.g. most comfortable by doing what the cooperating teacher wants

done most of the time, but occasionally introducing an idea for the cooperating teacher's approval or asking for some time to do her own thing. Have the class describe as many alternative solutions as they can.

For each of these alternatives the questions are: "How would I go about doing that?" "What would the consequences be?" "What would I gain?" "What would I lose?" "What would the class lose?"

"Meet Your Cooperating Teacher" does not attempt to show all the virtues, foibles and idiosyncracies of cooperating teachers and student teachers. The instructor can however pose problems from his own experience. Such problems are probably preferable to those discussed here <u>if the instructor is comfortable about sharing his own feelings honestly</u>.

In deciding whether or not to share an experience with the students, the criterion should be <u>congruence</u>. Here congruence means similarity between one's feelings and one's words. The classic example of incongruence of course is the man who angrily declares "I am <u>not</u> angry."

Since the purpose of this presentation is to bring feelings out into the open, the instructor must be ready to lead the way or at least not to work against this goal.

APPENDICES

APPENDIX A

"Climates for Growth"

This booklet is found in the envelope at the end of this manual.

APPENDIX B

Script of "Meet Your Cooperating Teacher"

Narrator

Before long you will be teaching. Naturally you may wonder what student teaching will be like. In one way it will be different from teaching in your own classroom, because you will be teaching in the classroom of another teacher who will be supervising you. She cooperates with your university professor and is often referred to as your cooperating teacher. As you go into this experience you are sure to ask yourself questions such as "What will my cooperating teacher be like?"

You are about to see some student teachers and supervising teachers in their classrooms. Differences in personalities are sometimes subtle, but one thing you can be sure of - your cooperating teacher will be unique.

Here is a teacher involved in a project with some students. At first the student teacher does not become directly involved, but finally moves up closer and registers her own involvement. This cooperating teacher lets her student teacher move at her own speed.

This supervising teacher and student teacher are working together, but the student teacher does not depend on the cooperating teacher for guidance and direction. The focus is not on each other, they are co-workers.

At lunchtime some student teachers are left on their own to handle the entire class.

On the other hand this teacher and student teacher have lunch with the class together.

Of course during your student teaching you will have an opportunity to just observe a teacher reacting with children.

What will your cooperating teacher be like? You are an individual and <u>your</u> cooperating teacher has her own ideas. Both you and she will learn from each other as you adjust to each other.

It's interesting to listen to what students have to say about their cooperating teachers. Here's an example of two student teachers who have just completed their student teaching.

S.T. 1 "Well, Carol, how did you like your teaching?"

S.T. 2 "Oh, I just loved it; I really did. From the very first time I walked into the classroom I felt like I was just really welcome and that this was going to be my classroom the whole semester. My cooperating teacher just seemed to be so very glad to see me, and she just threw me into things right away."

S.T. 1 "When did she let you start teaching?"

S.T. 2 "Well, she let me start teaching the very first day I was there. We were just standing there, and I was kinda waiting to see what was going to happen next, and she said, 'Well, it's time for spelling, why don't you just take over today?' and I said, 'You mean right now?' and she said, 'Well, why not?'"

S.T. 1 "Well, that must have been fun; I didn't get to start teaching until I had been there four weeks, and all that time I had just been sitting in a chair next to the teacher's desk, watching her teach, and after each lesson she'd come over to me to tell me the reason she'd done the things that she'd done during the day, and we talked about the personalities of the kids in the class and the problems that she had relating to the individuals. But she would just tell me to remember these things, so that when I started teaching I'd know what to expect, and I'd be able to handle things the way she wanted them handled."

S.T. 2 "Well, you can see that my situation was entirely different. I could just about do anything I wanted to, and then when I needed her help she was always there to help me."

S.T. 1 "Well, my cooperating teacher was always there, too. But it was just to be sure that I was doing things the way she wanted it."

Narrator Foremost is the question, "What will my cooperating teacher be like?" Other questions that come up are: "What are the rules? What will my supervising teacher expect of me?" In order to find out the answers to many of these questions we talked with many cooperating or supervising teachers. What you will hear are our questions and some answers. The first question that we asked was, "What kind of preparation should your student teacher have?"

C.T. 1 I'd like her to know the curriculum for the grade that she's gonna teach and to know how to organize.

Common sense helps a lot too, because you can't always tell what's gonna come up, and if she has common sense then she can work it out as we go along.

C.T. 2 — I would like for my student teacher to have seen several grade levels so that she can see that there really is a substantial difference between a sixth grade child, a fourth grade child and a first grade child and that there are characteristics of an age, like she is going to have to expect fourth grade boys to be nasty and fourth grade girls to be prissy.

C.T. 3 — I like for my student teacher when she comes into my classes to have been around children, to be at ease with the children so that they feel like she likes them. I just flat tell her that I am concerned first with the children's emotional well-being. I don't disregard content, but you can't teach children who are uneasy in the classroom.

Narrator — Thenwe asked supervising teachers a second question: "How do you start your student teachers out?"

C.T. 4 — Each time I get a student teacher I declare that I'm going to be completely organized, but I never am completely organized, so she gets taught when things come to my mind that I think she needs to know.

C.T. 5 — My experience is that all the girls are always eager to teach right at first. That's <u>counter</u> to how I feel about it. I think more observation is beneficial. I like to impart my philosophy and ideas by just letting her observe.

C.T. 6 — This year I decided to stop worrying about things that my student teachers do that I don't like and not saying anything about it till the end. So now I just corner the poor girl the very first day and tell her she might as well know right from the start about the little things that student teachers have done in the past that I didn't much care for.

C.T. 7 — Well, I know how miserable it is for a student teacher just to have to observe all day even the first day. So I ask several children privately to show her the work they have done. She doesn't have to grade papers or record them or anything but she can speak a word or two with each child and make suggestions if she wants to.

Narrator — Teachers all have different ideas about how to work with student teachers.

A final question we asked supervising teachers was, "What do you hope your student teacher will gain from her experience with you?"

C.T. 8 Every student teacher I get is different from all the others but I hope in every case in my class the student teacher will learn to lead the children in their own discovery. I hope to provide an opportunity for her to learn this.

C.T. 3 As I said before my primary goal is that my student teacher will have learned in my classroom to love and appreciate children. Sometimes I have a bad day and I want her to learn that teachers are just people and that when you come in and you're happy then the children are happy and if you come in just feeling awful that you do the best you can to get through the day and hope that the children will understand.

Narrator What conclusions can we draw from these responses from supervising teachers? First, obviously, different teachers have different expectations of their student teachers. It's up to the student teacher to discover what the supervising teacher's ideas are; being open with her is one of the best ways to find out.

Our second conclusion is that there are not hard and fast rules about when you will teach, about what you will teach and about how you will teach it. Some supervising teachers want to tell you what to do and others want you to decide what to do for yourself. So if your roommate starts to teach the first day and you don't, don't worry about it. You are just in a different class with a different supervising teacher who has different ideas. You have different ideas yourself. So cooperating with your teacher will be one of the best ways to discover <u>her</u> way of doing things and what works best for <u>you</u>.

APPENDIX C

Assessing the Effects of "Meet Your Cooperating Teacher"

You probably would like to know how students react to this slide presentation. To discover this, a questionnaire has been devised for administration to students after discussion of the slide presentation.

The questionnaire includes "reaction" questions. The purpose of this is to discover whether teachers who see this slide presentation have different attitudes toward the coming student teaching experience than students who have not seen it. This is for research purposes only and is still experimental so that no conclusions can be drawn from it yet.

Research and Development Center for Teacher Education

Dear Colleague,

This Center is attempting to make teacher education more relevant to the needs of teachers. You can help us by filling out these forms. There is no need to put your name on any of these pages. We hope to use this information to make future improvements in our teacher education program. Thank you for helping us.

Please check: Elementary____ Secondary____ Male____ Female____

When do you plan to do your student teaching? Fall 1969_____

Spring 1970_____ Fall 1970_____ Spring 1971_____ Other (when)

_____

Directed Imagination

Please write a fictional story about a student teacher and her cooperating teacher. You have four minutes to write this story and will be told when three minutes have passed.

Reactions to "Meet Your Cooperating Teacher"

1. Please use the rating scales below to describe your reactions to the slide presentation, "Meet Your Cooperating Teacher."

Good	___:___:___:___:___:___:___	Bad
Stimulating	___:___:___:___:___:___:___	Boring
Practical	___:___:___:___:___:___:___	Impractical
Worthwhile	___:___:___:___:___:___:___	Worthless
Helpful	___:___:___:___:___:___:___	Harmful

2. What did you like about the film?

3. What did you not like?

4. What would you add to the presentation?

5. What kinds of specific problems did you encounter with your cooperating teacher that were not mentioned in this presentation?

6. If you had seen this presentation before you started student teaching, how would it have helped you?

APPENDIX D

Available Teacher Personal Growth Materials

Teacher Personal Growth Materials will be issued as research and development progress. The following materials are now or soon will be available.*

Introduction for Teacher Educators to Teacher Personal Growth Materials

This is an overview of purposes, procedures and research findings about Teacher Personal Growth Materials.

Climates for Growth (for teachers)

This engrossing booklet is addressed to preservice teachers. It discusses some feelings and concerns almost all young teachers have but which many are afraid to verbalize. It helps teachers to accept their feelings and points out some ways they can become less concerned with themselves and more concerned with their students. (It is in the envelope at the end of this manual.)

Concerns of Teachers: A Manual for Teacher Educators

Preservice teachers are often concerned about problems different from those discussed in education courses. Consequently teacher educators may be answering very well questions no one is asking. This manual describes empirical findings about teachers' concerns. It specifies a procedure for discovering what teachers are concerned about and some ways of meeting these concerns.

Concerns Statement Scoring Manual RMM #7

This contains only the scoring system from Concerns of Teachers Manual described above.

The Fifteen Minute Hour: An Early Teaching Experience (for teacher educators)

Education students are often bored because they are not concerned about teaching. They don't even know what to be concerned about.

*No charge is made for materials still in trial edition. Institutions and individuals interested in participating in field testing of trial editions should contact Mrs. Beulah Newlove, Coordinator, Personalization Consultation, Research and Development Center for Teacher Education, The University of Texas at Austin, Austin, Texas.

Concern with teaching can be aroused in 15 minutes of video taped teaching before their first professional course. Procedures for facilitating a brief teaching experience are described.

Intensive Individualization of Teacher Preparation

This describes an "individualized" teacher education program at The University of Texas. Concerns of teachers were examined in order to discover what kinds of worries and problems neophyte teachers have. The chapter describes these concerns, the sequence in which they occur and the developmental tasks which accompany these concerns and which need to be resolved before new teachers can move on to the more "mature" concerns. (This is reprinted in The Teacher as a Person by Dr. Luis Natalicio, Dr. Carl Hereford and Susan McFarland.)

Teacher Assessment Manual

Teachers have feelings which interfere with their learning to teach and which interfere with pupil learning. This and the next four manuals are addressed to counselors who work with teachers. These five manuals show counselors how to help teachers become aware of their feelings through psychological counseling and how to become aware of their impact on others through self confrontation counseling. These assessment materials show counselors how to understand individual teachers deeply through psychological assessment and thus prepare for counseling them. (Trial edition available about January 1, 1970.)

Counseling Teachers

This set of materials, including typescripts of interviews with teachers, enables the counselor to conduct and maintain a profitable interview with teachers based on the psychological assessment described in the Assessment Manual above. (Trial edition available about summer, 1970.)

Live Filming of Preservice Teachers

This manual describes how to film preservice teachers, live in the classroom using either video tape or 8mm. film, when the purposes of the filming are to show the film to the neophyte teacher and to use the film as a stimulus for counseling. (Trial edition available about summer, 1970.)

Assessing Live Teaching Films

This helps the counselor to understand deeply the way the teacher, already known through psychological assessment and personal counseling, is interacting affectively with pupils. (Trial edition available about summer, 1970.)

Self Confrontation Counseling: Using Video Films to Counsel Teachers

The counselor and the teacher see the teacher's film together. These materials, including typescripts of teaching films and counseling sessions, sensitize the counselor to the realities of teaching and the psychological interpretation of teaching behavior. They help the counselor to conduct and maintain a productive interview with the teacher based both upon previous psychological assessment and counseling and upon the video taped teaching assessment. (Trial edition available fall-winter, 1970-71.)

Personal Growth Assessment: Psychological

This manual enables the teacher educator to assess the effects of a personalized teacher education program upon teachers. Of course each previously described manual contains procedures for assessing satisfaction of teacher educators and teachers with the materials. This manual includes procedures for assessing the whole program, i.e. what personal growth results from a personalized teacher preparation program? (Trial edition available spring, 1971.)

FAIR Manual (Fuller Affective Interaction Record)

This manual describes several systems for assessing teacher and pupil affective gain from observations of their classroom behavior. These systems are used primarily for large scale assessment but all the systems have low cost adaptations.

Other Material Available from R & D

Sandra Smith: An Individual Steps Out

This is a reprint of a true story of a young teacher who was a subject in the personalization research program which led to the development of the Teacher Personal Growth Materials. Sandra's encounter with herself is described in a non-technical manner so that the reader might discover the impact of the personalization procedures

APPENDIX E

The research upon which the Teacher Personal Growth Materials is based has been reported in the following publications:

Fuller, F. F. Concerns of teachers: A developmental conceptualization. American Educational Research Journal, 1969, 6(2), 207-226.

Fuller, F. F., Pilgrim, G. H., & Freeland, A. M. Intensive individualization of teacher preparation. In B. L. Taylor (Ed.), Mental health and teacher education, forty-sixth yearbook of the association for student teaching. Dubuque, Iowa: William C. Brown, 1967. Pp. 151-187.

Fuller, F. F., Peck, R. F., Bown, O. H., Menaker, S. L., White, M. M., & Veldman, D. J. Effects of personalized feedback during teacher preparation on teacher personality and teaching behavior. R & D Report Series No. 4, final report of Project No. 5-0811, Grant No. OE 3-10-032. Austin, Texas: Research and Development Center for Teacher Education, The University of Texas, 1969, 322 pp.

Fuller, F. F., Melcer, D. J., & Albrecht, D. Mechanical and electronic equipment to facilitate behavior description. Classroom Interaction Newsletter, 1968, 4(1), 4-13.

Fuller, F. F., Menaker, S. L., Peck, R. F., & Bown, O. H. Influence of counseling and film feedback on openness to pupil feedback in elementary teachers' filmed behavior. Proceedings of the 75th Annual Convention of the American Psychological Association, 359-360, 1967.

Menaker, S. L., Veldman, D. J., & Peck, R. F. Prediction of mental health through computer scoring of a sentence completion test. American Psychologist, 1966, 21, 634.

Parker, G. V. C., & Veldman, D. J. Item factor structure of the adjective check list. Educational and Psychological Measurement (in press, July, 1969).

Peck, R. F., & Menaker, S. L. Measurement of change in elementary teacher trainees during a two-year training period. American Psychologist, 1967, 22, 592.

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Veldman, D. J., & Menaker, S. L. The Directed Imagination method for projective assessment of teacher candidates. Journal of Educational Psychology, 1969, 60(3), 178-187.

Veldman, D. J., Menaker, S. L., & Peck, R. F. Computer scoring of sentence completion data. Behavioral Science, (in press, July, 1969).

Veldman, D. J., & Parker, G. V. C. Adjective rating scales for self-description. Submitted for publication, October, 1968.